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ABSTRACT

Conducted to determine priority areas for program improvement activities in Alabama's vocational education system, the specific objectives of this study were to develop a list of areas that are in need of vocational education research and that should be addressed through exemplary programs; develop a list of needs for curriculum development activities and professional development activities; prioritize each of the lists based on the perceptions of persons surveyed; and prepare a report of the findings for use in planning, reviewing, conducting, and managing program improvement efforts in Alabama. A modified Delphi technique was used as the method for gathering the data. The sample of 199 people consisted of persons from various groups within the state directly involved in or affected by vocational education. The areas which received the highest priority rankings were inservice needs for instructors and instruction for special needs students. The appendixes include the survey forms, correspondence sheets, and the tabulated and ranked results. (BM)

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PROGRAM IMPROVEMENT PRIORITIES FOR VOCATIONAL EDUCATION

SUMMARY REPORT

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Research Coordinating Unit
Division of Vocational Education
Alabama State Department of Education
Montgomery, Alabama 36130

June 1977
Project Number RCU-A-77-027

Dr. Wayne Teague
State Superintendent of Education

Dr. T. L. Faulkner
State Director
Division of Vocational Education

CE 012 389

FOREWORD

The study reported herein was conducted to ascertain the perceptions of persons interested in vocational education as to the needs of vocational education in the areas of research, exemplary, curriculum development, and professional development. This study should make a significant contribution in determining the direction of program improvement efforts during the next five years.

Appreciation is expressed to the participants of the study for assisting in the identification and prioritization of activities needed for improving the quality of vocational education in Alabama.

Douglas Patterson, Director
Research Coordinating Unit

INTRODUCTION TO THE STUDY

In December 1976, the Division of Vocational Education made plans for a study to ascertain the most critical needs for improving vocational education in the five years ahead. While this study was being planned the regulations for the 1976 Vocational Education Amendments were published. These regulations emphasized the necessity to tie the research, exemplary, curriculum, and professional development efforts together for a comprehensive approach to improving quality of vocational education. After examination of the regulations it was concluded that needs in all categories of Program Improvement and Supportive Services section should be determined through the study being planned. The decision was made to expand the study to include perceived needs for research, exemplary, curriculum, and professional development. The results of the study could then be used as input for the comprehensive plan of program improvement which the Research Coordinating Unit is required to develop under the Act. This plan is to describe the intended uses of funds and the priorities for program improvement. This comprehensive plan for program improvement, accompanied by an agressive dissemination plan, should provide for effective utilization and coordination of the funds available for program improvement activities and result in significant improvement in the vocational education program of the state.

PURPOSE

The overall purpose of the study was to determine priority areas for program improvement activities in Alabama's vocational education system. This was viewed as the first step in developing a comprehensive system for planning and managing program improvement efforts in vocational education. The process used in the identification of priorities allowed for input from various constituencies involved in or affected by the vocational education delivery system. The objectives of the study were:

1. Develop a list of areas in need of vocational education research.
2. Develop a list of areas that should be addressed through exemplary programs.
3. Develop a list of needs for curriculum development activities.
4. Develop a list of professional development needs.
5. Prioritize each of the lists based on perceptions of persons surveyed.
6. Prepare a report of the findings for use in planning, reviewing, conducting, and managing of program improvement efforts in Alabama.

SURVEY PROCEDURES

A modified Delphi Technique was used as the method for gathering the data to accomplish the stated objectives of the study. This technique, which is built on the strength of informed intuitive judgement, is intended to obtain opinions from persons without bringing the

individuals together in any kind of a face-to-face confrontation. Successive questionnaires and feedback are necessary with each round designed to produce more carefully considered group opinions.

In conducting this survey it was considered essential to receive input from the various groups within the state directly involved in or affected by vocational education. This type of involvement is mandated by the 1976 Vocational Amendments (P.L. 94-482). An attempt was made in this survey to provide those groups mentioned in P.L. 94-482 an opportunity to give input into the identification of priorities for program improvement activities. A sample consisting of 199 persons selected from the groups listed below were identified as participants in the survey.

1. State Department of Education (n=30)
   a. Vocational Education (n=20)
   b. Post-Secondary and Continuing Education (n=5)
   c. Division of Instruction (n=5)

2. Higher Education (n=14)
   a. Teacher Educators (n=10)
   b. Alabama Commission on Higher Education (n=2)
   c. 1202 Commission (n=2)

3. Local Education Administrators (n=56)
   a. Local Superintendents (n=10)
   b. High School Principals (n=10)
   c. Local Vocational Directors (n=26)
   d. Junior College Presidents (n=5)
   e. Technical College Presidents (n=5)

4. Vocational Teachers (n=66)
   a. Secondary Vocational Teachers (n=45)
   b. Postsecondary Vocational Teachers (n=21)

5. State Advisory Council (n=11)

6. Manpower Services (CETA) (n=2)

7. Counseling (n=20)
   a. Secondary Vocational Counselors (n=10)
   b. Secondary Guidance Counselors (n=5)
   c. Postsecondary Counselors (n=5)

Data for the study were collected through a series of three mailings of survey instruments. The first mailing for the study consisted of a letter to the participants describing the study and a survey instrument asking them to list up to five major concerns, problems, or needs of vocational education in each of the areas of research, exemplary and innovative programs, curriculum development, and professional development which should be addressed over the next five years. Appendix A reflects the survey instrument used in the first mailing. This mailing resulted in the receipt of approximately 600 items. Duplicate items were removed and closely associated items combined. This process reduced the number of items to 115. These items were used to develop the second survey instrument to be used in the study (see Appendix B).

The second mailing consisted of a letter to the participants and the listing of problem areas by category. Participants were asked to rate each area on a seven-point continuum as to the priority of need ranging from the highest priority of one to the lowest priority of seven. Mean scores were calculated on each item for the total group of participants as well as for persons primarily concerned with secondary programs and persons primarily concerned with postsecondary programs. The items were then ranked according to the mean score for the total group of participants and for both subgroups as reflected in Tables 1-4.

The third mailing consisted of a letter to the participants and a listing of the top 10 items from each category (see Appendix C). Each

participant was asked to examine the ranked items and indicate the rank order he/she considered most appropriate. If a participant's rank was different from that of the overall group, he/she was asked to indicate any reasons for changing rank order.

SURVEY FINDINGS

Mean scores on individual items ranged from 2.161 to 4.873 with highest priority being given to "design and implement a system for keeping instructors updated in technical skills," an item within the professional development category. This item was rated highest (1.571) by persons primarily concerned with postsecondary education. The concern for in-service needs of vocational teachers was expressed in each of the four categories for program improvement. The item, "develop a method for assessing in-service needs of vocational personnel," ranked No. 5 (No. 2 for postsecondary) under priorities for research. A similar item under the exemplary category was ranked No. 7.

Another problem area that attracted interest in all categories was that of instruction for special needs students. P.L. 94-482 mandates that vocational education programs provide special emphasis in this area and apparently the participants were cognizant of the importance of this issue.

The third mailing did not result in any overall change in the rank of the top 10 items. However, there were several individuals who felt that some of the items should be changed but produced no concensus of opinion. The major implication from the third mailing was that the 10

areas listed in each category were definite priority areas for program improvement efforts.

IMPLICATIONS FOR FUTURE PLANS

As noted earlier, this study was designed to serve as a tool to assist in the development of research, exemplary, curriculum development, and professional development priorities for Alabama for 1977-1982. The results of the study, combined with other sources of information and legislative mandates, were used to establish the program improvement priorities included in the five-year Alabama State Plan for Vocational Education which will cover the period July 1977 - June 1982.

Solicited and unsolicited proposals addressing the established priorities will be accepted during the five-year period in accordance with the State Plan as money becomes available. The results of the study will form a basis for coordinating vocational education program improvement efforts and provide direction for these efforts in the future.

Many of the priority items are of such magnitude that it may take several years to fully accomplish the necessary tasks for their completion. For this reason it is not anticipated that a similar study will be conducted until the fourth year of the current five-year plan.

APPENDIX A

CORRESPONDENCE SHEET NO. 1

(Return to the Research Coordinating Unit by February 7, 1977)

Please list up to five possible answers for each of the four areas listed below.

I. RESEARCH (Includes surveys, experiments, developmental projects, relationship studies, etc.)

In order to meet the research needs in vocational education for the next five years, in what areas should vocational education concentrate its research resources and energies?

EXAMPLES: A possible answer might be:

a. "Facility utilization studies" or
b. "A study to compare co-op and project methods for vocational programs"

LIST YOUR ANSWERS

A.

B.

C.

D.

E.

II. EXEMPLARY PROGRAMS (Includes demonstration sites, model courses, pilot programs, etc.)

In what areas should vocational education concentrate its efforts to develop exemplary and innovative pilot or model programs for the next five years?

EXAMPLES: A possible answer might be:

a. Model instructional programs for handicapped students
b. Model program for incorporating the metric system into vocational programs

A.

B.

C.

D.

E.

APPENDIX A (Continued)

III. CURRICULUM DEVELOPMENT (Includes courses of study, teaching materials, student references, etc.)

What are the most pressing needs in the area of curriculum development for vocational education for the next five years?

EXAMPLES: A possible answer might be:

a. Develop performance-based student learning guides
b. Review and update teaching content in specific occupational areas

A.

B.

C.

D.

E.

IV. PROFESSIONAL DEVELOPMENT

What are the most pressing professional development needs for vocational education personnel over the next five years? Please indicate by each need you list whether it applies to pre-service or in-service.

EXAMPLES: A possible answer might be:

a. Train vocational teachers in the use of performance-based instruction
b. Train vocational administrators in local plan development

A.

B.

C.

D.

E.

APPENDIX B

PROGRAM IMPROVEMENT PRIORITY STUDY

CORRESPONDENCE SHEET NO. 2

(Return to the Research Coordinating Unit, 858 State Office Building, Montgomery, Alabama 36130 by March 15, 1977)

DIRECTIONS: Below are the areas for program improvement that you and others have suggested for investigation over the next five years. In order that a priority can be determined on most essential areas to be investigated, we are asking you to rate each area on a 7-point continuum, as to the priority of need ranging from a highest priority of (1, to the least priority (7).

Please be selective in choosing those areas you consider as the highest priority for our analysis under each category. The rating applies to priority within each category (professional development, curriculum, exemplary, and research). Try to assign some areas within the category to each level of priority. Even though you may feel almost all are important, it is necessary to distinguish between higher and lower priority needs. At the end of each category there is space for you to add additional areas for consideration. If you do add an item, indicate the priority it should receive.

Place an (X) in appropriate section

PROFESSIONAL DEVELOPMENT	Highest Priority 1 2 3 4 5 6 7 Lowest Priority
1. Training of vocational educators (local, state and university) in planning and implementing program evaluation designs	
2. Training of vocational educators (local, state and university) in developing and implementing a system for local planning	
3. Training of teachers and administrators in the organization and utilization of advisory councils	
4. Training of administrators in evaluation of staff competency	
5. Training of local personnel in placement and follow-up techniques	
6. Training of local personnel in local needs assessment	
7. Training of instructors in methods for incorporating the metric system into vocational programs	
8. Training of instructors in working with disadvantaged students	
9. Training of instructors in working with handicapped students	
10. Training of teachers in the use of performance-based instructional materials	
11. Training of vocational teachers and other classroom teachers to correlate vocational skills to academic training	
12. Provide in-service training in teaching methodology for those making the transition from industry to teaching	
13. Training of teachers and teacher educators on integrating student organization activities into vocational instructional programs	
14. Design and implement a system for keeping instructors updated in technical skills	
15. Training of vocational teachers in legal (contractual agreements, responsibilities in shops, field trips, etc.) and safety (OSHA, etc.) policies	
16. Train vocational administrators in proposal writing	
17. Develop a guide for "Individual Plan for Professional Development" that might be used at the local level	
18. Training of vocational teachers in public relations methods	
19. Training of counselors in acquiring and disseminating occupational information	
20. Training of general counselors in working with vocational students	

APPENDIX B (Continued)

CURRICULUM DEVELOPMENT

Highest Priority — Lowest Priority

1. Review, evaluate, and update curriculum materials and reference list for all vocational programs — 1 2 3 4 5 6 7
2. Develop up-to-date curriculum guides in each vocational area — 1 2 3 4 5 6 7
3. Review curriculum materials to eliminate sex bias — 1 2 3 4 5 6 7
4. Review reading level of curriculum materials — 1 2 3 4 5 6 7
5. Review and update teaching content in specific occupational area — 1 2 3 4 5 6 7
6. Review teaching aids such as filmstrips and recommend those that are of value to teachers — 1 2 3 4 5 6 7
7. Develop procedures for identifying and prioritizing specific curriculum development needs — 1 2 3 4 5 6 7
8. Develop performance-based student learning guides — 1 2 3 4 5 6 7
9. Prepare performance-based instructional materials for all areas — 1 2 3 4 5 6 7
10. Identify tasks common to several occupations and develop cluster programs — 1 2 3 4 5 6 7
11. Develop procedures for interfacing existing V-TECS catalogs into other performance-based systems — 1 2 3 4 5 6 7
12. Prepare instruetional materials for classroom use in teaching vocational subjects to the disadvantaged and handicapped — 1 2 3 4 5 6 7
13. Develop materials for individualizing programs of instruction — 1 2 3 4 5 6 7
14. Develop curriculum materials for community-based experiential learning — 1 2 3 4 5 6 7
15. Develop curriculum for program to assist individuals in making occupational choices — 1 2 3 4 5 6 7
16. Develop materials for counselor and student use in vocational counseling — 1 2 3 4 5 6 7
17. Develop career education and orientation to vocational education materials for use at the elementary level — 1 2 3 4 5 6 7
18. Develop recommended reference and/or resource list to establish a vocational section in the school library — 1 2 3 4 5 6 7
19. Develop materials on vocational concepts which could be included into "academic" courses of study — 1 2 3 4 5 6 7
20. Develop materials that deal with the attitudes of workers — 1 2 3 4 5 6 7
21. Develop teacher-made curriculum materials — 1 2 3 4 5 6 7
22. Develop comprehensive uniform state-wide final examination for each course of study — 1 2 3 4 5 6 7
23. Develop materials to incorporate natural resources and energy conservation into vocational programs — 1 2 3 4 5 6 7
24. Develop postsecondary curriculum for Environmental and Energy Development and Conservation Occupations — 1 2 3 4 5 6 7

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APPENDIX B (Continued)

	EXEMPLARY	Highest Priority — Lowest Priority
1.	Model instructional programs involving school-industry linkages	1 2 3 4 5 6 7
2.	Model instructional programs to meet the needs of persons in correctional institutions	1 2 3 4 5 6 7
3.	Model instructional programs for disadvantaged and handicapped students	1 2 3 4 5 6 7
4.	Model instructional programs in performance-based learning for the gifted students	1 2 3 4 5 6 7
5.	Model instructional programs utilizing team teaching techniques with special education teachers and vocational teachers	1 2 3 4 5 6 7
6.	Model instructional program which incorporates the metric system	1 2 3 4 5 6 7
7.	Model instructional program for girls and women in non-traditional occupations	1 2 3 4 5 6 7
8.	Model instructional program for integrating student organization activities into the vocational program	1 2 3 4 5 6 7
9.	Model instructional program of math and/or english courses designed for vocational students	1 2 3 4 5 6 7
10.	Model instructional program involving a school system from grade seven through 14 to study the breakdown and application of performance-based instructional content	1 2 3 4 5 6 7
11.	Model program for articulation between secondary and postsecondary programs	1 2 3 4 5 6 7
12.	Model placement program	1 2 3 4 5 6 7
13.	Model pre-apprenticeship and apprenticeship program involving out-of-school credit	1 2 3 4 5 6 7
14.	Model community-based vocational program	1 2 3 4 5 6 7
15.	Model program in Century 21 shorthand	1 2 3 4 5 6 7
16.	Model exploration program for junior high school	1 2 3 4 5 6 7
17.	Pilot program in identifying potential drop-outs and preparation of them to enter labor market with some skill	1 2 3 4 5 6 7
18.	Pilot and demonstration program for disseminating occupational information to students	1 2 3 4 5 6 7
19.	Pilot and demonstration program for providing comprehensive vocational education through inter-agency (two or more school systems or two or more postsecondary institutions) approaches	1 2 3 4 5 6 7
20.	Pilot and demonstration program for organizing and utilizing local advisory councils under different organizational and political structures	1 2 3 4 5 6 7
21.	Pilot and demonstration program in the use of V-TECS (PBI) materials in curriculum	1 2 3 4 5 6 7
22.	Pilot and demonstration program models for coordinating vocational adult (post-secondary, adult and CETA) programs in a county or planning area	1 2 3 4 5 6 7
23.	Model local planning and evaluation system for vocational education	1 2 3 4 5 6 7
24.	Model program providing all students terminating high school with occupational training	1 2 3 4 5 6 7
25.	Model program for assessing in-service training needs of vocational teachers	1 2 3 4 5 6 7
26.	Model labs in portable vans for high school and adult programs	1 2 3 4 5 6 7

APPENDIX B (Continued)

EXEMPLARY (Continued)

Highest Priority — Lowest Priority

27. Model instructional unit on wheels for in-service use by SDE — 1 2 3 4 5 6 7
28. Pilot and demonstration program of effective open-entry open-exit — 1 2 3 4 5 6 7
29. Model agricultural field center for urban areas relative to postsecondary vocational training — 1 2 3 4 5 6 7
30. Exemplary program for energy resource development, solar heating, etc. — 1 2 3 4 5 6 7
31. Model postsecondary program for mass merchandising or food marketing in the use of computerized equipment — 1 2 3 4 5 6 7
32. Model continuing education program for employed graduates of vocational education programs — 1 2 3 4 5 6 7
33. Pilot program of a metropolitan AVC open on a 16 hour basis to emphasize adult education programs — 1 2 3 4 5 6 7

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_____

_____

RESEARCH

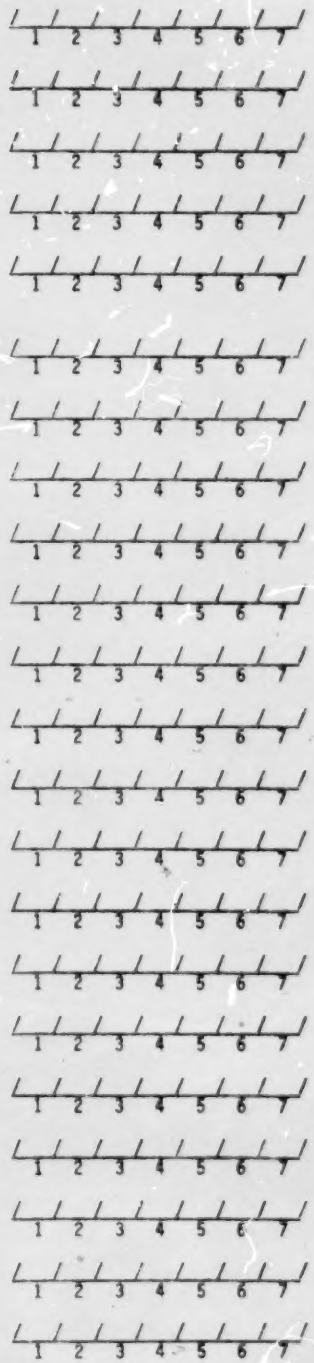
1. Curriculum development research (occupational skills and teaching content) — 1 2 3 4 5 6 7
2. Conduct a study to compare competencies obtained through use of Performance-Based Instructional materials and conventional materials — 1 2 3 4 5 6 7
3. Conduct a study of classroom management techniques and curriculum materials required in meeting needs of disadvantaged students — 1 2 3 4 5 6 7
4. Conduct a study of classroom management techniques and curriculum materials required in meeting needs of handicapped students — 1 2 3 4 5 6 7
5. Conduct a follow-up and evaluation of pre-service vocational teacher education programs — 1 2 3 4 5 6 7
6. Conduct studies relative to cost effectiveness of programs — 1 2 3 4 5 6 7
7. Conduct studies as to the most effective format and procedures for providing manpower data to local education agencies to use in program planning — 1 2 3 4 5 6 7
8. Conduct a statewide needs assessment for vocational programs in Alabama — 1 2 3 4 5 6 7
9. Conduct facility utilization and facility needs studies — 1 2 3 4 5 6 7
10. Conduct a study of factors influencing students' decisions to enroll in a particular vocational program — 1 2 3 4 5 6 7
11. Conduct a study to compare the competencies obtained in skill classes with different enrollments to determine optimum enrollment — 1 2 3 4 5 6 7
12. Conduct studies to compare job preparation through a cluster-program approach with specific skills program approach — 1 2 3 4 5 6 7
13. Conduct impact analysis of area vocational schools — 1 2 3 4 5 6 7
14. Conduct a study to compare co-op and project methods for vocational programs — 1 2 3 4 5 6 7
15. Conduct a study to determine what level of vocational training proves the greatest for job advancement — 1 2 3 4 5 6 7
16. Conduct a survey of employers of vocational graduates to determine if they consider the graduates to be well-trained and prepared for employment — 1 2 3 4 5 6 7

APPENDIX B (Continued)

RESEARCH (Continued)

Highest Priority — Lowest Priority

17. Conduct a follow-up of vocational education drop-outs
18. Conduct a study to compare the success of graduates who were in vocational student organizations with those who were not
19. Conduct longitudinal follow-up studies by vocational programs (OE Codes) with emphasis on school and student characteristics
20. Develop a statewide comprehensive guide for placement of students into vocational classes
21. From information available relative to enrollment, completions, and placement determine successful programs and make a study to determine factors which lead to successful programs
22. Develop a method for assessing in-service needs of vocational personnel
23. Develop comprehensive needs assessment procedures for use by local education agencies
24. Conduct a study of the feasibility of regional planning of vocational programs and resources
25. Conduct a time utilization study of local directors
26. Conduct a time utilization study of vocational teachers within a modular or block structure (two or three periods)
27. Conduct a study to ascertain the usefulness and effectiveness of advisory committee input for curriculum development
28. Conduct vocational aptitude and interest testing (statewide) of students
29. Conduct a study to devise more effective streamlined reporting procedures
30. Investigate the most effective delivery system for in-service education
31. Conduct a needs assessment and evaluation of the services provided by state office personnel in the area of vocational education
32. Conduct equipment utilization and equipment needs studies
33. Design a system for disseminating research and development results
34. Conduct a comparative study of high school graduates who have taken vocational courses and students who have not
35. Conduct a study in assessment and credit granting for out of school learning
36. Develop appraisal techniques for teacher performance
37. Conduct an evaluative study of all 12-month vocational personnel
38. Conduct a study to develop compensatory techniques for vocational instructors who do not meet the minimum academic requirements for the current junior college salary scales



APPENDIX C

PROGRAM IMPROVEMENT STUDY

CORRESPONDENCE SHEET NO. 3

(To be returned to the Research Coordinating Unit, 858 State Office Building, Montgomery, AL 36130 by May 31, 1977)

Below are the top ten (10) areas for program improvement, within each category, that you and others have suggested and th priority rating given each area by the study participants. Since each area was ranked on a seven-point continuum ranging fro highest priority (1) to lowest priority (7), those areas with the lowest mean are considered the areas of highest priority an appear first in the ranked order.

Examine these ranked areas carefully and indicate the rank order that you feel these areas should have. If your rank or differs from the group rank order, please indicate your reasons so they can be considered during committee review of the prio areas. Space is provided for this at the end of each category. If additional space is required, use the reverse side of the page.

Area	Group Mean	Group Rank	Your Rank
RESEARCH			
Cost effectiveness studies (includes facility and equipment utilization and needs)	2.627	1	
Survey of employers of vocational graduates to determine if they consider graduates to be well prepared for employment	2.678	2	
Statewide needs assessment for vocational programs	2.771	3	
Curriculum development research	2.814	4	
Assessment of in-service needs of vocational education personnel	2.831	5	
In-depth study of successful programs to determine factors contributing to success of programs	2.932	6	
Compare competencies obtained through performance-based instructional materials and conventional materials	3.059	7	
Follow-up and evaluation of vocational teacher education programs	3.059	8	
Classroom management techniques and curriculum materials in providing services to special needs students	3.076	9	
Appraisal techniques for teacher performance	3.110	10	

Reasons for changing rank order: _____

EXEMPLARY			
Instructional programs involving school-industry linkages	2.661	1	
Placement programs	2.746	2	
Model local planning and evaluation system for vocational education	2.907	3	
Articulation between secondary and post-secondary programs	2.966	4	
Instructional programs of math and communication skills courses for vocational students	2.992	5	
Instructional programs for special needs students	3.025	6	
Dissemination of Occupational Information to students	3.220	7	
Team teaching approach utilizing special education teachers and vocational teachers in teaching special needs students	3.263	8	
Pilot program using V-TECS (performance-based materials) as base for curriculum materials development	3.475	9	
Model instructional program which incorporates the metric system	3.873	10	

Reasons for changing rank order: _____

Area	Group Mean	Group Rank	Your Rank
CURRICULUM			
Review, evaluate, and update curriculum guides and curriculum materials for all vocational programs	2.364	1	
Prepare performance-based instructional materials for all areas	2.542	2	
Develop performance-based student learning guides	2.585	3	
Instructional materials for use in teaching vocational subjects to special needs students	2.627	4	
Materials for individualizing programs of instruction	2.636	5	
Materials to aid students in occupational decision-making	2.712	6	
Identification of tasks common to a group of occupations and development of materials for cluster programs	3.042	7	
Develop procedures for identifying and prioritizing specific curriculum development needs	3.127	8	
Develop materials on vocational concepts which could be included into "academic" courses of study	3.127	9	
Review curriculum for sex bias	4.161	10	

Reasons for changing rank order: _____

PROFESSIONAL DEVELOPMENT			
Update vocational teachers in technical skills	2.161	1	
Train teachers in use of performance-based instructional materials	2.534	2	
Training counselors in acquisition and dissemination of occupational information	2.669	3	
Training of teachers to correlate vocational skills to academic training	2.695	4	
Training of vocational educators (local, state, and university) in developing and implementing a system for local planning and evaluation	2.737	5	
In-service training in teaching methodology for those making the transition from industry to teaching	2.763	6	
Training of vocational instructors in working with special needs students	2.890	7	
Training of local personnel in placement and follow-up techniques	3.076	8	
Training of local personnel in local needs assessment	3.085	9	
Training of vocational administrators in evaluation of staff competency	3.373	10	

Reasons for changing rank order: _____

TABLE 1

RANK ORDER OF PRIORITY AREAS FOR RESEARCH

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
9	Conduct facility utilization and facility needs studies	2.627	1	2.584	1	2.857	14
16	Conduct a survey of employers of vocational graduates to determine if they consider the graduates to be well-trained and prepared for employment	2.678	2	2.753	2	2.500	6
8	Conduct a statewide needs assessment for vocational programs in Alabama	2.771	3	2.865	5	3.214	21
32	Conduct equipment utilization and equipment needs needs studies	2.780	4	2.798	3	2.786	12
1	Curriculum development research (occupational skills and teaching content)	2.814	5	2.888	6	2.857	13
22	Develop a method for assessing in-service needs of vocational personnel	2.831	6	2,966	8	2.143	2
15	Conduct a study to determine what level of vocational training proves the greatest for job advancement	2.924	7	2.921	7	3.071	19
21	From information available relative to enrollment, completions, and placement, determine successful programs and make a study to determine factors which lead to successful programs	2.932	8	3.169	13	2.143	1
28	Conduct vocational aptitude and interest testing (statewide) of students	2.966	9	3.000	9	2.571	7
29	Conduct a study to devise more effective streamlined reporting procedures	2.975	10	2.854	4	3.000	18

TABLE 1 (Continued)

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
2	Conduct a study to compare competencies obtained through use of Performance-Based Instructional materials and conventional materials	3.059	11	3.079	10	3.000	16
5	Conduct a follow-up and evaluation of pre-service vocational teacher education programs	3.059	12	3.236	17	2.786	11
3	Conduct a study of classroom management techniques and curriculum materials required in meeting needs of disadvantaged students	3.076	13	3.135	12	3.214	20
6	Conduct studies relative to cost effectiveness of programs	3.076	14	3.258	18	2.500	5
30	Investigate the most effective delivery system for in-service education	3.085	15	3.315	24	2.429	4
23	Develop comprehensive needs assessment procedures for use by local education agencies	3.110	16	3.112	11	3.357	23
36	Develop appraisal techniques for teacher performance	3.110	17	3.225	16	2.643	9
7	Conduct studies as to the most effective format and procedures for providing manpower data to local education agencies to use in program planning	3.136	18	3.303	21	3.429	25
13	Conduct impact analysis of area vocational schools	3.153	19	3.202	15	2.714	10
20	Develop a statewide comprehensive guide for placement of students into vocational classes	3.153	20	3.303	23	2.929	15
4	Conduct a study of classroom management techniques and curriculum materials required in meeting needs of handicapped students	3.161	21	3.202	14	3.429	24

TABLE 1 (Continued)

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
31	Conduct a needs assessment and evaluation of the services provided by state office personnel in the area of vocational education	3.195	22	3.371	27	2.571	8
10	Conduct a study of factors influencing students' decisions to enroll in a particular vocational program	3.271	23	3.303	22	3.571	30
37	Conduct an evaluative study of all 12-month vocational personnel	3.288	24	3.281	19	3.429	27
14	Conduct a study to compare co-op and project methods for vocational programs	3.322	25	3.292	20	3.000	17
12	Conduct studies to compare job preparation through a cluster-program approach with specific skills program approach	3.347	26	3.427	28	3.500	28
11	Conduct a study to compare the competencies obtained in skill classes with different enrollments to determine optimum enrollment	3.381	27	3.348	25	3.643	31
33	Design a system for disseminating research and development results	3.398	28	3.449	29	4.000	36
27	Conduct a study to ascertain the usefulness and effectiveness of advisory committee input for curriculum development	3.449	29	3.607	30	2.286	3
34	Conduct a comparative study of high school graduates who have taken vocational courses and students who have not	3.466	30	3.360	26	4.000	37
24	Conduct a study of the feasibility of regional planning of vocational program and resources	3.644	31	3.820	32	3.286	22

TABLE 1 (Continued)

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
18	Conduct a study to compare the success of graduates who were in vocational student organizations with those who were not	3.780	32	3.663	31	3.929	33
17	Conduct a follow-up of vocational education drop-outs	3.814	33	3.933	36	3.786	32
35	Conduct a study in assessment and credit in granting for out of school learning	3.831	34	3.899	34	3.429	26
26	Conduct a time utilization study of vocational teachers within a modular or block structure (two or three periods)	3.839	35	3.831	33	4.000	35
25	Conduct a time utilization study of local directors	3.881	36	3.921	35	3.929	34
19	Conduct longitudinal follow-up studies by vocational programs (OE Codes) with emphasis on school and student characteristics	4.000	37	4.090	37	4.429	38
38	Conduct a study to develop compensatory techniques for vocational instructors who do not meet the minimum academic requirements for the current junior college salary scales	4.153	38	4.292	38	3.500	29

TABLE 2

RANK ORDER OF PRIORITY AREAS FOR EXEMPLARY

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
1	Model instructional programs involving school-industry linkages	2.661	1	2.719	1	2.143	2
12	Model placement programs	2.746	2	2.899	3	2.571	5
17	Pilot program in identifying potential drop-outs and preparation of them to enter labor market with some skill	2.907	3	3.000	5	2.643	8
23	Model local planning and evaluation system for vocational education	2.907	4	2.955	4	3.000	17
11	Model program for articulation between secondary and postsecondary programs	2.966	5	3.292	11	1.857	1
16	Model exploration program for junior high school	2.975	6	2.843	2	3.429	22
25	Model program for assessing in-service training needs of vocational teachers	2.983	7	3.202	8	2.714	10
9	Model instructional program of math and/or english courses designed for vocational students	2.992	8	3.112	7	2.214	3
3	Model instructional programs for disadvantaged and handicapped students	3.025	9	3.090	6	2.929	12
24	Model program providing all students terminating high school with occupational training	3.051	10	3.247	9	3.071	18
4	Model instructional programs in performance-based learning for the gifted students	3.178	11	3.315	12	2.286	4
18	Pilot and demonstration program for disseminating occupational information to students	3.220	12	3.393	14	3.000	16

TABLE 2 (Continued)

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
5	Model instructional programs utilizing team teaching techniques with special education teachers and vocational teachers	3.263	13	3.270	10	3.286	21
10	Model instructional program involving a school system from grades seven through 14 to study the breakdown and application of performance-based instructional content	3.407	14	3.506	16	2.929	13
33	Pilot program of a metropolitan AVC open on a 16 hour basis to emphasize adult education programs	3.449	15	3.371	13	3.571	25
21	Pilot and demonstration program in the use of V-TECS (PBI) materials in curriculum	3.475	16	3.629	17	3.214	20
13	Model pre-apprenticeship and apprenticeship program involving out-of-school credit	3.492	17	3.640	19	2.714	9
32	Model continuing education program for employed graduates of vocational education programs	3.500	18	3.629	18	2.786	11
14	Model community-based vocational program	3.534	19	3.674	20	2.643	7
8	Model instructional program for integrating student organization activities into the vocational program	3.610	20	3.427	15	4.214	31
22	Pilot and demonstration program models for coordinating vocational adult (postsecondary, adult and CETA) programs in a county or planning area	3.653	21	3.910	24	2.929	14
30	Exemplary program for energy resource development, solar heating, etc.	3.661	22	3.809	23	2.929	15

TABLE 2 (Continued)

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
20	Pilot and demonstration program for organizing and utilizing local advisory councils under different organizational and political structures	3.729	23	3.809	22	3.429	23
19	Pilot and demonstration program for providing comprehensive vocational education through interagency (two or more school systems or two or more postsecondary institutions) approaches	3.763	24	4.056	25	2.571	6
28	Pilot and demonstration program of effective open-entry open-exit	3.814	25	4.079	26	3.571	24
6	Model instructional program which incorporates the metric system	3.873	26	3.787	21	4.143	29
2	Model instructional programs to meet the needs of persons in correctional institutions	4.008	27	4.135	27	3.857	27
7	Model instructional program for girls and women in non-traditional occupations	4.051	28	4.180	28	3.214	19
26	Model labs in portable vans for high school and adult programs	4.237	29	4.258	29	4.571	33
31	Model postsecondary program for mass merchandising or food marketing in the use of computerized equipment	4.280	30	4.371	30	3.643	26
27	Model instructional unit on wheels for in-service use by SDE	4.500	31	4.663	31	4.143	30
29	Model agricultural field center for urban areas relative to postsecondary vocational training	4.593	32	4.730	32	3.857	28
15	Model program in Century 21 shorthand	4.873	33	4.989	33	4.429	32

TABLE 3

RANK ORDER OF PRIORITY AREAS FOR CURRICULUM DEVELOPMENT

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
2	Develop up-to-date curriculum guides in each vocational area	2.364	1	2.551	4	1.857	2
1	Review, evaluate, and update curriculum materials and reference list for all vocational programs	2.373	2	2.573	5	2.143	3
5	Review and update teaching content in specific occupational area	2.525	3	2.742	7	1.786	1
9	Prepare performance-based instructional materials for all areas	2.542	4	2.517	2	2.571	8
8	Develop performance-based student learning guides	2.585	5	2.506	1	2.500	6
12	Prepare instructional materials for classroom use in teaching vocational subjects to the disadvantaged and handicapped	2.627	6	2.596	6	3.000	12
13	Develop materials for individualizing programs of instruction	2.636	7	2.517	3	2.214	4
15	Develop curriculum for program to assist individuals in making occupational choices	2.712	8	2.764	8	2.714	9
16	Develop materials for counselor and student use in vocational counseling	2.856	9	2.865	9	2.786	11
20	Develop materials that deal with the attitudes of workers	2.907	10	2.910	10	3.143	13
10	Identify tasks common to several occupations and develop cluster programs	3.042	11	3.191	11	2.500	7

TABLE 3 (Continued)

Item No.	Priority Area	Overall (n=118) Mean	Overall (n=118) Rank	Secondary (n=89) Mean	Secondary (n=89) Rank	Postsecondary (n=14) Mean	Postsecondary (n=14) Rank
7	Develop procedures for identifying and prioritizing specific curriculum development needs	3.127	12	3.247	13	2.429	5
19	Develop materials on vocational concepts which could be included into "academic" courses of study	3.127	13	3.213	12	3.500	17
18	Develop recommended reference and/or resource list to establish a vocational section in the school library	3.398	14	3.472	16	3.429	16
21	Develop teacher-made curriculum materials	3.415	15	3.472	17	3.571	19
4	Review reading level of curriculum materials	3.449	16	3.449	15	3.857	20
6	Review teaching aids such as filmstrips and recommend those that are of value to teachers	3.508	17	3.618	19	2.786	10
17	Develop career education and orientation to vocational education materials for use at the elementary level	3.585	18	3.427	14	4.571	23
11	Develop procedures for interfacing existing V-TECS catalogs into other peformance-based systems	3.627	19	3.607	18	4.143	22
23	Develop materials to incorporate natural resources and energy conservation into vocational programs	3.695	20	3.831	20	3.143	14
14	Develop curriculum materials for community-based experimental learning	4.042	22	3.921	21	4.929	24
24	Develop postsecondary curriculum for Environmental and Energy Development and Conservation Occupations	4.136	23	4.483	24	3.214	15
3	Review curriculum materials to eliminate sex bias	4.161	24	4.292	23	4.143	21

TABLE 4

RANK ORDER OF PRIORITY AREAS FOR PROFESSIONAL DEVELOPMENT

Item No.	Priority Area	Overall (n=118)		Secondary (n=89)		Postsecondary (n=14)	
		Mean	Rank	Mean	Rank	Mean	Rank
14	Design and implement a system for keeping instructors updated in technical skills	2.161	1	2.348	1	1.571	1
10	Training of teachers in the use of performance-based instructional materials	2.534	2	2.640	2	2.286	2
20	Training of general counselors in working with vocational students	2.669	3	2.753	3	2.286	3
11	Training of vocational teachers and other classroom teachers to correlate vocational skills to academic training	2.695	4	2.764	4	2.929	8
2	Training of vocational educators (local, state and university) in developing and implementing a system for local planning	2.737	5	2.831	5	2.929	7
12	Provide in-service training in teaching methodology for those making the transition from industry to teaching	2.763	6	2.865	6	2.571	5
8	Training of instructors in working with disadvantaged students	2.890	7	2.865	7	3.571	15
19	Training of counselors in acquiring and disseminating occupational information	3.017	8	3.202	12	2.500	4
9	Training of instructors in working with handicapped students	3.034	9	3.011	8	3.500	14
1	Training of vocational educators (local, state and university) in planning and implementing a system for local planning	3.051	10	3.146	10	3.000	9

TABLE 4 (Continued)

Item No.	Priority Area	Overall (n=118) Mean	Rank	Secondary (n=89) Mean	Rank	Postsecondary (n=14) Mean	Rank
5	Training of local personnel in placement and follow-up techniques	3.076	11	3.258	13	2.786	6
6	Training of local personnel in local needs assessment	3.085	12	3.146	11	3.500	13
15	Training of vocational teachers in legal (contractual agreements, responsibilities in shops, field trips, etc.) and safety (OSHA, etc.) policies	3.195	13	3.101	9	3.429	12
4	Training of administrators in evaluation of staff competency	3.373	14	3.528	15	3.214	11
3	Training of teachers and administrators in the organization and utilization of advisory councils	3.458	15	3.551	16	3.143	10
13	Training of teachers and teacher educators on integrating student organization activities into vocational instructional programs	3.746	16	3.461	14	4.571	20
16	Train vocational administrators in proposal writing	3.958	17	3.944	18	3.571	16
7	Training of instructors in methods for incorporating the metric system into vocational programs	3.966	18	4.022	19	4.071	17
18	Training of vocational teachers in public relations methods	4.000	19	3.910	17	4.429	19
17	Develop a guide for "Individual Plan for Professional Development" that might be used at the local level	4.051	20	4.135	20	4.429	18

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